PEACE CORPS Volunteer

OCTOBER, 1964
VOL. 2, NO. 12
Washington, D.C. 20525

Shriver Names New Directors For 3 Divisions

Several key Peace Corps staff appointments have been announced recently by Director Sargent Shriver.

New Director of the Division of Volunteer Support is Roger S. Kuhn, formerly Deputy Director of the Africa Regional Office.

Kuhn succeeds Padraic Kennedy, who served as Director of the division since its inception in June, 1962. Kennedy, 31, is now with the Democratic National Committee.

Kuhn, 39, came to the Peace Corps in April, 1961, and as Associate General Counsel was responsible for the drafting of the Peace Corps Act, passed by Congress Sept. 22, 1961. In July, 1962, he was appointed Deputy Director of the Division of Private Organizations (now Division of Private and International Organizations). He held that post until July, 1963, when he went to the Africa Regional Office as Deputy Director.

A 1948 graduate of Harvard College (B.A. in history), Kuhn attended Columbia University School of Law and was granted a bachelor of laws degree in 1951. He served as law clerk for a U.S. Court of Appeals judge in the District of Columbia, from 1951 to 1952, then as a lawyer with the Mutual Security Agency in Washington, from 1952 to 1954. From 1954 to 1961 he was associated with the New York law firm of Stroock & Stroock & Lavan. He is married and has two children.

To head the Division of Selection, Shriver has chosen Abraham Carp, a psychologist and personnel specialist who helped choose the first United States astronauts.

Carp succeeds Edwin R. Henry, who has returned to his former post as manager of the Social Science Research Division of the Standard Oil Company of New Jersey.

Since 1957, Carp has been technical director of the personnel-research laboratory of the aerospace medical division at Lackland Air Force Base, San Antonio, Tex. From 1951 to 1957 he was chief of the selection and classification

(Continued on page 2)

Jumping in Mbeya

Volunteer Frances Winzurk (Fallbrook, Cal.) holds the line at the four-foot mark as she teaches high-jumping techniques to physical-education students at Meta Upper Primary School in Mbeya, Tanganyika, near the Northern Rhodesia frontier. She is a June, 1962, graduate of San Diego State College.

Kennedy Letters Wanted For Library

Volunteers who received letters from host-country friends on the occasion of President Kennedy's death are being asked to share such communications with compilers in Washington, so that copies may eventually be placed in the John Fitzgerald Kennedy Library in Cambridge, Mass.

The Peace Corps' Division of Special Projects is gathering material for inclusion in the library's collection of letters from over the world concerning the death of the President.

Volunteers are asked to submit original letters, which will be returned after duplication, or copies of originals. Details should be included about writers of the letters, such as age, vocation, and other circumstances. Also desired are letters by Volunteers, describing reaction in their areas to the news of Nov. 22, 1963.

Volunteers are asked to supply some information about themselves—kind of assignment, length of time on job, current overseas address, and U.S. address if termination is near. Material should be marked "For Kennedy Library" and addressed to David Gelman, Director, Division of Special Projects, Peace Corps, Washington, D. C. 20525.

Bonn Volunteers Go Abroad

The German Volunteer Service sent its first volunteers abroad last month, as 14 members arrived in Kabul, Afghanistan, to work in technical schools there. Eighteen more are scheduled to go to Kabul in January.

New Division Directors and School-to-School Chief Appointed

Kuhn: Volunteer Support

Carp: Selection

Banta: Medical

Bradley: Schools

(Continued from page 1)

branch of the Air Force personnel and training research center in San Antonio. Earlier, he served as chief clinical psychologist at the Battle Creek, Mich., Veterans Administration Hospital, as assistant professor of psychology at the University of Wisconsin, and as aviation psychologist with the U.S. Navy.

He was born in Boston and received a B.A. degree in 1939 from the University of Massachusetts, an M.A. in 1941 from the University of Oregon, and a Ph.D. in 1948 from Stanford University. He is married and has two children. His wife, Frances Merchant Carp, has been chairman of the department of psychology and professor of psychology at Trinity University in San Antonio.

Dr. James E. Banta has been named Director of the Medical Program Division, succeeding Dr. Joseph A. Gallagher, who is now deputy chief of the Division of Hospital and Medical Facilities, Bureau of State Services, U.S. Public Health Service, in Silver Spring, Md.

Dr. Banta, 37, a commissioned officer in the U.S. Public Health Service, came to the Peace Corps in December, 1963, and has served as Deputy Director of the division since that time. He was previously at the University of Missouri, where he was director of the ecology field-training station and assistant professor of preventive medicine on the medical-school faculty.

He has served abroad in Japan and Okinawa, the Far East, and the Middle East, from 1954-55 as a Marine Corps medical officer, and from 1955-57 as an officer with a Naval medical-research unit in Cairo. He received his medical degree from Marquette University in 1950, and was an intern at the Hospital of the Good Samaritan in Los Angeles. In 1952 he attended the U.S. Naval Medical School in Bethesda, Md., and in 1954 received an M.A. in public health from Johns Hopkins University in Baltimore. He is married.

Man Behind School Program Now Peace Corps Staff Member

Gene Bradley, the man who contributed the idea for the Peace Corps School-to-School Program, has become a member of the Peace Corps staff, Director Sargent Shriver announced recently.

Bradley, who has been editor of the *General Electric Forum* and advisor for G.E.'s International Public Affairs Program, has taken leave of absence from his firm in Schenectady, N.Y., to become Special Assistant to the Director in charge of the School-to-School Program.

School-to-School, an international self-help program which hopes to build 3000 schools in the coming three years, operates by having a U.S. school or civic organization sponsor the building of a school in one of the developing nations. The U.S. contributor raises $1000 to buy construction materials, and citizens of the recipient countries, working with Peace Corps Volunteers, perform the construction themselves.

The idea stemmed from Bradley's experience as president of a Schenectady school's Parent-Teacher Assn. During a business meeting with government officials overseas, he commented that the PTA had raised $750 the previous year, and asked the officials what they could have done with such a sum.

"Build a school," was the response, and thus germinated the School-to-School plan. The Rosendale Elementary School in Schenectady began a pilot project with the small Colombian community of Casa Blanca, working through Peace Corps Volunteers there. A three-room schoolhouse was completed last June, the first school in the area to accommodate students through the fourth grade.

More than 600 U.S. communities have indicated interest in the program, and some 50 have already appropriated funds.

Bradley, 43, is a native of Omaha, Neb. He received a bachelor of business-administration degree in 1943 from the University of Nebraska. In 1953 he joined G.E. to direct advertising and sales for the company's jet-engine department in Cincinnati, and later initiated the *G.E. Defense Quarterly*, predecessor of the *G.E. Forum*, an international public-affairs periodical which analyzes problems of national defense and free-world progress.

Before coming to G.E., Bradley was with the advertising firm of Batten, Barton, Durstine, and Osborn in San Francisco. He served as an Air Force public-relations officer during the Korean War, and is currently a reserve lieutenant-colonel. He is married, and has two children.

Other Staff Changes

Two other staff changes have taken place recently:

- Rafael Sancho-Bonet, formerly Peace Corps Representative in Chile, now is serving as U.S. deputy chief of protocol in charge of state visits and ceremonial events. Before going to Chile, Sancho-Bonet served as director of Peace Corps programs in Puerto Rico, his native land.

- Paul Daly, for 2½ years Special Assistant for agriculture at Peace Corps headquarters, has been appointed Associate Peace Corps Representative in Thailand. He is a graduate of the University of Florida. His specialties are animal husbandry and nutrition, and he has served in the Pacific islands and in the Far East as a government livestock adviser. Daly, 39, is married and has four children.

Volunteer Forester in Nepal Killed in Fall From Trail

A Volunteer forester in Nepal was killed Sept. 4 in a fall from a mountain trail.

He was Bruce Elwin McKeen, 23, from Anderson, Cal., who had been serving abroad since June.

The accident occurred as McKeen and his roommate, Volunteer Andy Geair (Teaneck, N.J.), were hiking from Dharan to Dhankuta in southeastern Nepal. Caught at nightfall without lights, they were proceeding to a small village to sleep. McKeen stepped off the narrow trail and fell 30 feet to a dry riverbed. Medical officers attributed his death to skull fracture.

Both McKeen and Geair had been assigned to the city of Biratnagar, a jute, sugar, and cotton-milling community near the India frontier, 35 miles south of Dhankuta. They had been scheduled to help the Nepal Dept. of Forestry start a new nursery in Biratnagar, but seasonal rains caused postponement of the work, and the two Volunteers were preparing to transfer to Kathmandu for reassignment as forestry surveyors.

McKeen was born in San Luis Obispo, Cal., and lived most of his life in the mountains of northern California, where his father, Harry C. McKeen, is a state forest ranger. He graduated from Paradise (Cal.) High School in 1959, and attended Chico State College from 1960 to 1963, where his major field was forestry.

Before joining the Peace Corps he worked seasonally as a fire-truck driver for the California Division of Forestry. While in high school he maintained his own stand of timber as a 4-H project, and served as president of his local 4-H club. At Chico State he was a member of the track team; he was also skilled at hunting, riding, camping, and skiing. He listed watercolor painting and fly-tying as avocations.

In addition to his parents, he is survived by two brothers and a sister, all living in Anderson.

His family has established the Bruce E. McKeen Memorial Fund, for education loans to needy and worthy students. Contributions may be made in care of the Bank of America, Village Plaza Branch, Redding, Cal.

McKeen is the ninth Volunteer to die in service. Four have been killed in airplane crashes, two in the Philippines and two in Colombia; two in vehicle collisions, in Colombia and Brazil; and one has died from illness and one from medicinal overdose, in the Philippines.

Bruce McKeen

Kenya Volunteers Will Take Part In RCA, Education

The East African nation of Kenya will receive its first Peace Corps Volunteers at the end of this year.

More than 75 Volunteers are programmed to take part in rural community-action and education programs. A group of about 30 will arrive in Kenya in December to assist rural-co-operative organizations, land resettlement, and community development. An additional 45 Volunteers are scheduled to go abroad in January, to work in secondary education as teachers of history, geography, English, math, and science.

Kenya, which gained full independence last December, recently started a six-year economic-development plan. Resettlement programs call for one million acres of land to be given to some 85,000 families.

The country is also building a free public-education system. At present, only half of Kenya's children are able to attend elementary schools. At the secondary level, there are facilities and instructors for only a small portion of pupils completing elementary grades.

The group of rural community-action Volunteers-to-be is now undergoing training at the University of Wisconsin. They are scheduled to depart Dec. 29 for Nairobi.

Trainees for the secondary-teaching positions are taking part in a program at Teacher's College of Columbia University in New York. They are set to go abroad Jan. 1.

Peace Corps Representative in Kenya is Thomas H. E. Quimby, who recently completed two years as Representative in Liberia.

PC Teachers Meet Russ Counterparts

Fifty Peace Corps Volunteer teachers who arrived in Ghana last month met their Russian counterparts at a welcoming reception given by the Ghanaian government.

Newspapers in Accra gave wide coverage to the reception, which was attended by the American and Soviet Union ambassadors to Ghana. Host was Kweku Boateng, Ghanaian Minister of Education.

The new Peace Corps Volunteers, who landed in Accra Sept. 12 after training at the University of California in Berkeley, joined 125 others already at work in Ghana, in secondary education and as geologists. The new arrivals are the fifth group of Volunteers to go to Ghana; the first arrived in August, 1961 (and were the first Volunteers to go abroad). A total of 255 Volunteers has served in Ghana, including the fifth group.

Pulaski and Cruz

Volunteer Brings Pupil To U.S. For Summer

A Volunteer teacher who served in the Dominican Republic returned home this summer with a living reminder of the host country: one of his pupils.

Stephen Pulaski (Worcester, Mass.) served as an English teacher in the community of La Vega, 65 miles northwest of Santo Domingo in the center of the country. He lived there with the family of Eugene Antonio Cruz, 18, who was an A-plus pupil in one of Pulaski's classes.

When Pulaski's service in the country came to an end, he invited Eugene Antonio to spend a summer with him at his home in Worcester. They came by jet in July, touring New York City and the World's Fair en route. In Worcester, they appeared before civic groups and were interviewed by a local radio station.

From Philippines to District of Columbia

Former Volunteer Directs Community Center

A former Volunteer couple who worked in a small community on the island of Mindanao in the Philippines are now attempting to help another underdeveloped area, some 20 city blocks from the White House in Washington, D. C.

Last month, Lila and Dirk Ballendorf, both 25, moved to the Adams-Morgan community of Washington, into an old home that five years ago became Hollyday House, a neighborhood center. Mrs. Ballendorf, chosen over a number of applicants mainly because of her service with the Peace Corps, is the first full-time director of the center.

Hollyday House is named in tribute to a former head (1953-54) of the Federal Housing Administration, Guy T. O. Hollyday. Some 700 persons in 108 communities contributed money to purchase and rehabilitate the old home and make it a neighborhood center. It is governed by an interracial, nonprofit corporation, with a 21-member board of directors, two-thirds of whom live in the neighborhood.

In the past, Hollyday House, established with the aims of lessening racial tension and bettering living conditions in the area, has usually been operated by older directors dealing mostly with the interests of young people.

Mrs. Ballendorf plans to continue the recreational and study-aid programs of Hollyday House that focus on young people, but she also wants to do more to assist adults. On the schedule will be child-care clinics, classes in sewing and cooking, and advice on family budgeting. Other programs already underway will continue: athletics, scouting, study hall, and tutoring sessions.

Needs For Expanded Program

"We have several urgent needs for our expanded program," Mrs. Ballendorf said. "We need young men interested in working once a week with one of our clubs. We have several groups who need to have young, energetic leadership in helping to develop positive means for self-expression and growth. And we need older people interested in supervising evening study halls and in giving library direction."

A large room in the basement of Hollyday House is being converted by the Ballendorfs and neighborhood boys into a library. In another room downstairs is a workshop, with tools that are loaned to make minor repairs on houses in the neighborhood.

Outside, a patio will be cleaned of debris and made into an area where cookouts and meetings can be held. On the first floor, a large living room is outfitted with comfortable furniture, and is adjoined by a dining room and kitchenette. An upright piano stands ready for musical activities. Upstairs, the Ballendorfs have their living quarters. The house is too small for large groups, and Mrs. Ballendorf is talking with administrators of the nearby Morgan and Adams elementary schools in hopes of using school space now vacant after school hours, in the afternoons, evenings, and on weekends.

Plans are also being made for a tutorial program patterned after others in Washington, in which persons from many callings have given several hours of their time each week to help children from disadvantaged areas.

Other needs of the center include secretarial assistance and simple donations of money, to help build a fine-arts fund so youngsters may attend cultural functions, to purchase craft and other supplies, to maintain the house, and to help pay the director's small salary.

While his wife spends her days with the people of the Adams-Morgan community, Dirk Ballendorf teaches history classes at nearby Cardozo High School, several blocks to the east. He is a member of an experimental project sponsored by Washington Action for Youth and financed by the President's Committee on Juvenile Delinquency.

Program For Ex-Volunteers

Last year, after the Ballendorf's returned from their teaching assignments in the Philippines, he and eight other former Volunteers entered a program at Cardozo designed to make urban-school teachers of returned Volunteers who had taught overseas, by letting them have complete responsibility for two classes each day while at the same time taking seminars in urban teaching at the school and working for master-of-teaching-arts degrees at Howard University. The program has also worked at devising new curriculum materials for students who

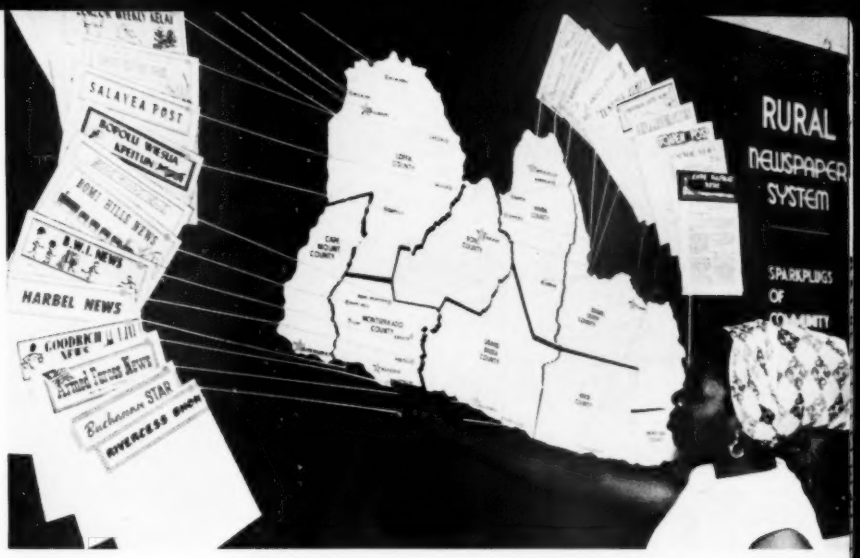
Dirk, Heidi, and Lila Ballendorf

The Washington Post

come from crowded, disadvantaged urban settings. This year, 15 new "interns," all former Volunteers, have joined the Cardozo project.

Mrs. Ballendorf, the former Lila Gardner, was born in Paragould, Ark., and majored in history and English at Northwestern University, receiving a B.A. in 1961. Her husband, from Philadelphia, received a B.A. in history the same year from West Chester (Pa.) State College. The two met during Peace Corps training in August, 1961, at Pennsylvania State University, and were married a year later in Manila. Their daughter, Heidi, was born 18 months ago in the Philippines.

Former Volunteers who plan to be in the Washington area and who might like to offer assistance to the Hollyday House project may write to Mrs. Ballendorf at the center, 2316 - 17th St., N.W., Washington, D. C.



Liberian Information Service display map shows the spread of the rural newspaper system; woman points to community just below Monrovia, capital of Liberia.

Liberian Rural Newspapers Spread Information By Mimeo

A unique system of rural newspapers has been developed in Liberia through the co-operation of Peace Corps Volunteers, the Liberian Information Service, and the U.S. Agency for International Development.

Members of the Liberian Information Service working with AID initiated the first Liberian rural newspaper at a branch office of the information service in Gbarnga, 135 miles northeast of Monrovia.

The Liberians felt a need for an inexpensive news medium that could reach rural areas, with local, national, and international news. There had been attempts to publish small papers by offset printing, but these had all proved too expensive and the efforts had failed.

The Gbarnga Gbele News (*gbele* means *talking drum*) was first published April 29, 1963. It has inspired the development of several similar mimeographed publications elsewhere in Liberia. Staffs publishing these papers had no equipment; they had to borrow typewriters and mimeographs belonging to schools or missions, some of them as far away as 40 miles.

Volunteers became involved shortly after the first issue of *The Gbarnga Gbele News*. Volunteers were encouraged to work with the Liberians in their localities.

Ken Schilling (Allentown, Pa.), who taught in Cape Palmas, at the southeastern tip of Liberia, helped set up *The Cape Palmas News*. Leon Weintraub (Brooklyn) traveled 30 miles to get the first issues of *The Kahnple* (in northeastern Liberia, near the Ivory Coast frontier) *Dispatch* typed and mimeographed. In Webbo, near Cape Palmas, John and Marjorie Bachert (Sun City, Ariz.) helped in the growth of *The Webbo World*. Volunteers have helped Liberian editors and publishers in the establishment of 16 of the 30 papers that have sprung up.

As the papers grew and local enthusiasm increased, almost all of the papers became self-supporting. Ken Schilling encouraged advertising by local merchants with such success that *The Cape Palmas News* was able to buy its own typewriters and mimeograph machines.

Many of the Volunteers who participated had had journalism experience in the United States. The Volunteers who lacked previous experience but wanted to help with the project in other ways used a technical instruction sheet from the Liberian Information Service. Volunteers found they had myriad skills to share with proposed papers. They worked in various production jobs—from editorial consultant to typewriting teacher.

A large part of the initial Volunteer enthusiasm arose from the obvious teaching possibilities the papers presented. (All but about 40 of the 365 Volunteers in Liberia are elementary and secondary teachers.) The regular flow of reading material, containing articles of immediate interest to the local people, has been a natural teaching aid.

The response of the communities to their own newspapers has been overwhelming. In the year since the first editions of *The Gbarnga Gbele News*, papers have begun in every county in Liberia.

The papers put local news in the most prominent position in order to attract readers and increase local concern for community action. They have also been a unifying factor in local areas.

The inclusion of national and international news has helped people see beyond their immediate environments. The flow of news from outside each paper's district has come about by interpaper exchanges and by transcribing radio broadcasts.

Practical problems have been tackled by the papers. One paper devoted a series to new methods of planting rice. Others have steadily supplied health and education information.

Merchants in the towns have been involved in the development of the papers through their advertising. Politicians have been given an opportunity to use the papers as forums of opinion and debate. And charity campaigns have been publicized by the papers.

Recently, UNESCO made a study of the Liberian project. A booklet to be published soon will present a case history of the experiment, advise other countries how to initiate similar projects, and give a simple text of instructions for the editor/publisher, reporter, and printer.

In its introduction the UNESCO booklet says, "Any system . . . which promotes the establishment and growth of rural newspapers, makes an important contribution to the speed of national development. For this reason the project in Liberia . . . has attracted wide attention. The fact that 30 mimeo papers grew up within a year—some of them spontaneously—is an indication of the need and a measure of the success of the method."

Volunteers who want further information may write to the Communications Resources Staff, Agency for International Development, Washington, D. C.

Trombone reveille by Ann Boughner (Algonac, Mich.), a Michigan State graduate, calls campers from their beds.

Bill Madden (Stockton, Cal.) swings mallet on tent frame, assisted by Ray Lyons (La Mesa, Cal.) and Paul Shwartz.

At Camp Kennedy

Braco, on the northern coast of Jamaica about 30 miles from Montego Bay, was the site of Camp Kennedy, operated by Volunteers for Jamaican children. The camp was established for two purposes—it provided a creative recreation program for children during the summer vacation, and it also served as a leadership-training project for Jamaicans who will later operate such camps themselves. Five Jamaicans took part as counselors and 75 children attended as campers. Twelve Volunteers who organized the camp acted as instructors and did most of the work in setting up the area—they cleared the beach, built a kitchen, dug latrines, made tents from tarpaulins, installed plumbing facilities. A shoe company gave scrap leather for craft classes; two electrical firms gave gasoline generators, while another gave wire and bulbs; an oil company supplied fuel. A barber donated clippers for camper haircuts, and a manufacturer gave soap, a toothbrush, and toothpaste for each camper. Food was contributed by local people, with the Jamaica Banana Board offering 30 stems a week to supply a staple food—boiled green bananas. The camp was organized into two two-week sessions; 52 boys attended the first, and 25 girls the second. Most of the children came from rural villages where Volunteers are assigned; for many from inland areas, it was the first time they had seen the ocean —swimming was one of the most popular activities. Much of the program was typically American—crafts, nature study, stunt nights, hikes, games, and sports.

Volunteer Barbara Kingsley (Salem, Mass.), a graduate of Simmons College, Boston, kneels before a group of campers to discuss the day's activities, during the camp's second two-week session for girls.

Health check was given each camper by Dr. Anthony Saidy, Peace Corps physician.

To avoid land crabs, which could climb almost anything, Paul Shwartz (Gloversville, N.Y.) took refuge in the back of a camp truck to get uninterrupted sleep.

Bob Starr (Paragould, Ark.) and trainees thread pipe for camp plumbing lines.

Ann Boughner, Judy Thatcher (Palmer, Mass.) and Fred Snodgrass (N. Smithfield, R.I.) watch "Olympic Day" sports.

THAILAND

Gentle Kingdom in the Eye of a Storm

John C. McCarthy has been Peace Corps Representative in Thailand since December, 1963, when he took a leave of absence from his position in the Pomona, Cal. law firm of Young, Zetterburg, & McCarthy. During World War II he served as an officer on a destroyer in the Pacific. He graduated in 1947 from the University of Southern California with a degree in commerce, then spent a year studying abroad at the University of Geneva and the Institute du Pantheon in Paris. Returning to California, he studied law at UCLA, earning a bachelor of laws degree in 1952. He is married and has three children.

By John C. McCarthy

By oneself is evil done;
By oneself one suffers;
By oneself evil is left undone;
By oneself one is purified.
—Dhamapada

The depth of Buddhist influence in the Thai people cannot be exaggerated. Requiring no belief in the supernatural, it is a reasonable religion; Buddha is neither god nor prophet, but a great and good teacher. He proclaimed that reincarnation indeed occurs and that each man is solely responsible for his own destiny (Karma) in this and future lives. Poverty, illness, and unhappiness are thus punishment for past misdeeds, yet man may by right conduct break away from these evils and, by complete detachment from worldly desires, may even attain Nirvana. But the path to enlightenment is viewed as a lonely and individual one and a man may not generally look to others for assistance.

Few people practice their religion more actively than the Thais. To them, the surest personal merit is gained by building a temple, and every village, however small, has at least one majestic *wat* towering above the simple wood or thatched houses. Bangkok alone has more than 300.

Most men, including Thai kings, serve some period in the priesthood. King Rama IV, whose life furnished the basis for *Anna and the King of Siam,* was a Buddhist priest for 27 years before ascending the throne.

Has a nation of such people long maintained its identity in a world of aggressive societies? Only for a thousand years. And if Thailand's history provides any guide for the future, the gentle, subtle, and easy-going Thais should stay intact for a long time.

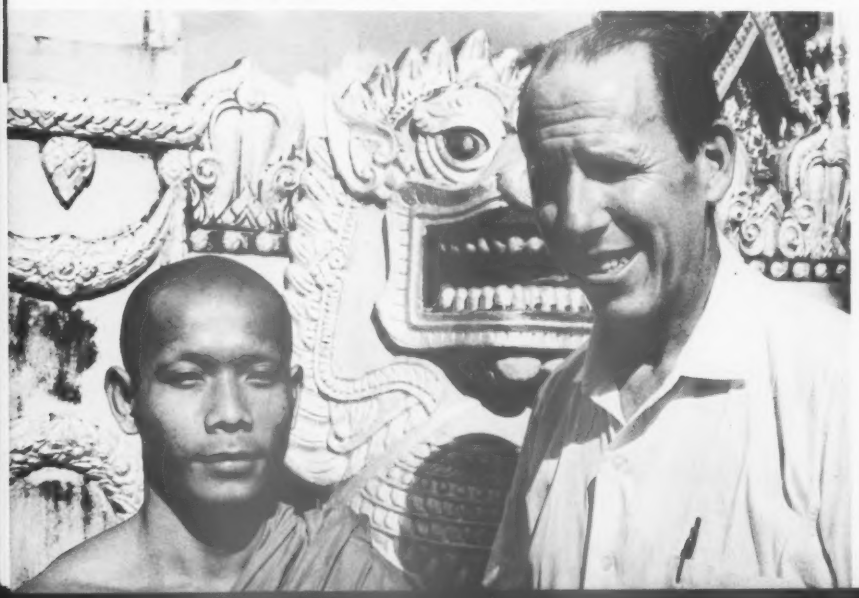
For Thailand is accustomed to being in the eye of the storm, where it again finds itself today. The people of Southeast Asia migrated from China in successive waves, beginning about 100 A.D. The Shan tribe settled in the forests of upper Burma. The Lao next followed to the mountains and jungles of present-day Laos. The third wave slipped between the other two to find the great river of Thailand, the Chao Phraya, and followed it to the fertile plain and down to the sea. These are the ancestors of the present Thais. Even today they can measure the good fortune of their choice while their Shan kinsmen fight with the Burmese, and the Laotians with each other, in an effort to preserve their identity.

The Thais have long displayed a shrewd ability to act in their own best interests in the face of political realities. It is said that Kublai Khan, grandson of Genghis Khan who founded the Mongol dynasty that ruled China from 1260 to 1358, sent emmissaries to the kingdoms of Southeast Asia to demand tribute. The Shan and Lao refused and were promptly invaded by hordes from the north. The Khmers (Cambodians) were even more impolitic, beheading the emissary. They, too, were overrun. The Thais, however, obligingly sent back to the Great-Khan vast quantities of their finest porcelain, and escaped his wrath, while their neighbors were ravaged. In fact, the gifts spurred a lively trade with China, and today rare and priceless pieces of Thai porcelain still can be found in Chinese homes.

During the several hundred years when wars were fought on elephants, Siam, as it was called until 1939 (and again from 1945-49), suffered several defeats by Burma. Its capitals were sacked and occupied twice for short periods but each time the Thais managed to rally around a new leader and regain their freedom.

Contacts with Europe began in the sixteenth century and continued cordially for about a hundred years. The Thais welcomed commerce with Portuguese, Dutch, English, and French traders. But when missionaries arrived, the attitude of the Thais toward the Europeans stiffened. Patience with West-

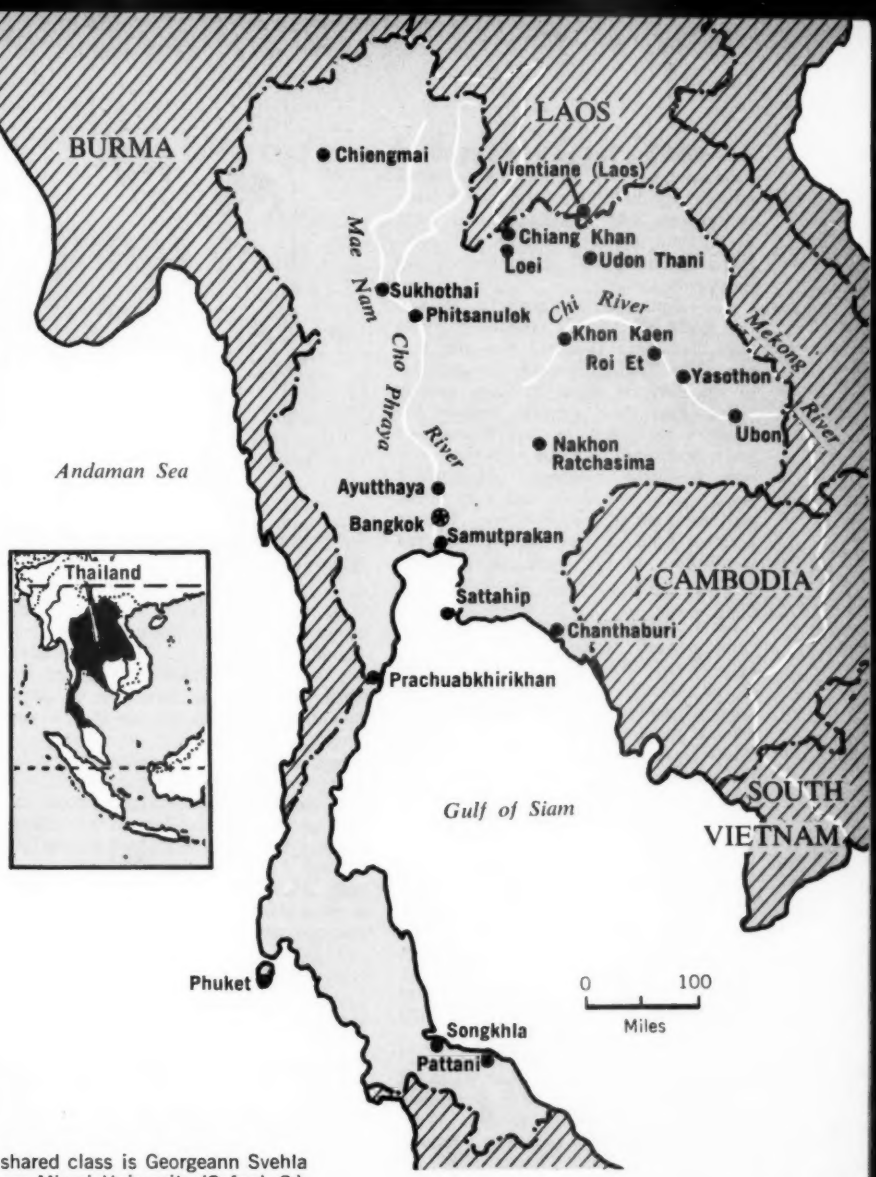
Thailand Peace Corps Representative John C. McCarthy talks with Buddhist priest outside a **wat** (temple) during a recent trip to visit up-country Volunteers.



Klongs (canals) serve as roads in many parts of Thailand, with everything moving by boat.

About the Country

Thailand is a Buddhist kingdom with an area about the size of France and a population of 30 million people. It borders Burma, Laos, Cambodia, and Malaysia. It has no large cities other than Bangkok, which has two million people. Most of the Thai people make their living from agriculture. Major commodities are rice, tin, teak, and rubber. Thailand currency is one of the world's most stable. Except for Muslim influence in the South, most of the population is Buddhist. The Thai language, whose written form is based on Sanskrit, is spoken throughout the country. Other languages spoken are Malay in the south, Laotian in the northeast, Cambodian in the southeast, and hill-tribe dialects in the north and west. Chinese comprise 10 per cent of the population, and live largely in Bangkok where they are prominent in the country's economic life. Thailand was ruled under an absolute monarchy until 1932, when a coup transferred power to the military while retaining the throne as an important symbol of national unity and central authority. Following the death last December of Field Marshal Sarit Thanarat, his deputy, Field Marshal Thanom Kittikachorn, became Prime Minister. American-born King Phumiphon Aduldet succeeded to the throne in 1946 after the death of King Mahidol, and formally took office May 5, 1950, as King Rama IX.



Standing with a Thai teacher at the back of their shared class is Georgeann Svehla (Cleveland, O.); she has a B.A. in social studies from Miami University (Oxford, O.).

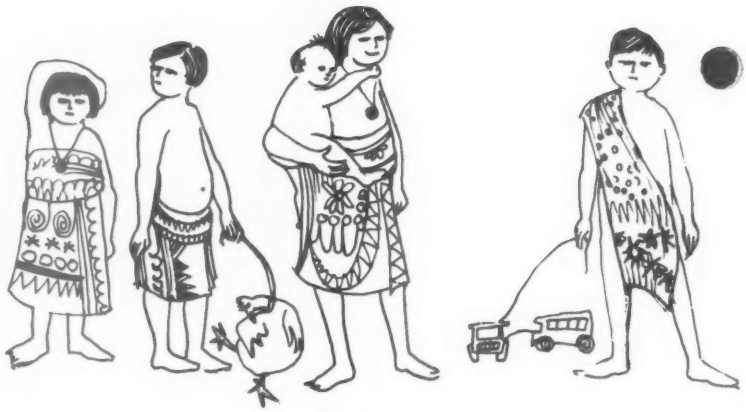
ern efforts to change them finally was exhausted, so they beheaded the French advisor to their king, eliminated trade concessions with foreigners, and withdrew from further cultural and commercial contact with Europe until the nineteenth century.

The Burmese belligerently resisted the might of Britain's colonial drive in Asia, but were absorbed into the Empire. The Thais, on seeing the removal of the Burmese threat to Siam, quickly relinquished their oriental disdain for Western barbarism, as they viewed our ways, and came to terms with their new and powerful neighbor. Meanwhile, their Lao friends to the east were faring no better than the Burmese. France grabbed Laos as well as Vietnam and Cambodia. In the south, Britain took Malaya and the Dutch occupied Indonesia.

Siam was now surrounded by voracious powers. Which would snap her up? None. Whether this was because of the typically astute and flexible Thai approach to foreigners or because of the need of the colonial powers for a buffer state, the fact remains that Thailand was the only nation in Asia to escape colonization. Again it had enjoyed the calm while the storm raged about her.

Immediately after Pearl Harbor the Japanese overran Southeast Asia. By no means welcoming them with open arms, the Thais endured Japanese occupation with predictable tolerance. When the Allies forced the surrender of Japan, the Thais welcomed the victors and were, in turn, accepted into the fold. They had emerged unscathed and untarnished from the greatest conflict in history.

Today the complexities of the cold war have not obscured the vision of Thai leadership. They have committed Thailand unequivocally to the West, notwithstanding the awesome presence and power of Red China. They are members of SEATO, the Colombo Plan, and the United Nations. In the light of the Thais' remarkable success in maintaining their freedom, an objective observer would have to concede confidence in their ability to do it again.



A strong Malay influence exists in southern Thailand, and people wear bright batik prints; Linda Byam (Whitehall, Mich.), a teacher in Takbai, made these sketches.

Of course, the next chapter is still being written and the storm may yet engulf Thailand. But the characteristics and culture which have served the Thais so well for hundreds of years should continue to do so in the uncertain years ahead.

Into this traditional society, enter the Peace Corps. Since January 1962, 408 Volunteers have worked in Thailand, including a group of 60 secondary-school teachers who arrived in late September. Of the 234 Volunteers serving, as of Sept. 15, 163 were teaching English in secondary schools, teacher training colleges, and universities.

Other Assignments

The others were assigned as laboratory technicians in provincial hospitals; agricultural, vocational, and physical education teachers; rural community-action workers; and malaria-eradication workers. They are assigned to all 71 provinces, many in isolated locations. Four are assigned to hill tribes in the north.

As in other countries each program has its own objectives. The English language is Thailand's doorway to the future. In Asia as in the rest of the world English is the primary medium of international communication. A Thai must have English to attend a university, study abroad, and advance in government and society. Books on mathematics, science, and other technical subjects, even authoritative works on Thai history are available only in English. Having had little contact with the West, there is a shortage of qualified Thais to teach English, although it has been adopted as the official second language.

The American Field Service this year is planning to send more than 100 young Thai boys and girls to American homes while they attend a year of high school. Most of them are from the provinces and will return there to relate their impressions and experiences in America. Without the efforts of the Volunteers in encouraging, tutoring, and assisting these young Thais, there probably would have been no provincial AFS program in Thailand. One Volunteer, in addition to teaching English and coaching a championship basketball team, was responsible for successfully guiding seven Thais to such scholarships.

Volunteers working in the malaria-eradication program see a lot more of Thailand than do other Volunteers. And it is mostly on foot, through rice paddies and forests, to check spraying, look for fever patients, take blood samples, and administer mass drug treatment. Malaria is a major disease in Thailand, as it is in many countries, and this program is a worldwide first for the Peace Corps. We heartily commend it to others.

Apparently the Volunteers find the Thais congenial. So far seven have married Thais, others have extended their tours, and some have remained here to work or study on their own. Volunteers seem to be well liked throughout the country.

But many Volunteers wonder whether they are making any impact. The Thais have a rich and unique culture. They are reasonably well-fed and generally better off than other Asians. Land has been available to all who have wanted it, provided they cultivated it themselves. This is in stark contrast with most countries to which the Peace Corps has been invited, where land still is the preserve

of great landowners. Thai farmers, secure on their own land, with abundant "fish in the water and rice in the field," as the Thai saying goes, ask little more of life than this and the freedom to live and worship as they please. Land reform is not needed here.

The rural community-action Volunteers, in particular, have often found it difficult to interest Thai villagers in community efforts or even in self-help proposals. The catalytic approach—helping the Thais to help themselves—seems to be a notable failure, and in itself cannot be a Peace Corps objective simply because most Thai villagers are perfectly content with things as they are.

There are, however, ominous economic symptoms. In a country heavily dependent upon one-crop (rice) agriculture, there has been no significant improvement in production during the last 30 years. In the same time the population has more than doubled, from 14 million to 30 million. Meanwhile, the export market has become more competitive and less secure for Thai farmers.

Alternate crops and better farming methods must be introduced more quickly and on a much larger scale. Despite the importance of agriculture, the Peace Corps has only a small role in it.

Authority Unquestioned

Another Thai characteristic which must be experienced to be fully understood is a tendency to accept authority without much question, possibly the result of centuries of usually benevolent but nonetheless absolute monarchy. Buddhism perhaps encourages this extraordinary respect for authority by holding that you should accept your lot in life as the just reward for your conduct. Similarly, if you are powerful and of high rank, many Buddhists believe it is because you are virtuous and thus deserve respect.

If the Volunteer looks for familiar symptoms of change in his village with which he can identify, he probably will look in vain. Where he expects to sense passion for the equality of man, he may well find acceptance of their inequality. If he expects to see expressions of the inalienable right of man to participate in self-government and to be free from the arbitrary exercises of power, he may instead see benign acceptance of authority at every level. Contrary to most countries, change in Thailand comes from the top.

Thai leadership, however, has through the years recognized the inevitability of change and has sought to accommodate it in its own way and at its own pace. The challenge to the Peace Corps in this happy kingdom is to do the job well and to share the Thai's concept of change, whatever form and pace it assumes.

The Perils of Popularity

Mark Hawthorne (New York City) grew up in Silver Spring, Md. He attended the University of Connecticut, earning a B.A. in English in 1958. As an Air Force information officer he spent a year in Morocco, and served as editor of his squadron newspaper and as editor of the U.S.A.F. Air Defense News Service. He worked a year as reporter for the Providence **Journal-Bulletin,** and before joining the Peace Corps was copyboy and news clerk for **The New York Times.** His wife, Lee, teaches English at San Dusit Teacher Training College in Bangkok.

By Mark Hawthorne

There are two major hardships for many Volunteers in Thailand: lack of hardships, and popularity.

Volunteers can endure the absence of hardships. As training improves, more Volunteers realize that in some cases conditions in their assignments will not be like those in the U.S.—they will be better.

But nothing upsets a Volunteer quite so much as praise. It is a blow to those arriving in Thailand to find that they are even more popular here than they were in the U.S., where the only persons who criticize the Peace Corps seriously are parents and the editors of small Mid-western weeklies.

Volunteers sometimes seem like beautiful movie stars who protest that they can act *too*, but whom no one hears.

The hard truth is that the Thais like Peace Corps Volunteers. The Peace Corps arrived in January, 1962, and its popularity has risen steadily.

Almost everywhere in the country people perk up when they learn they are talking to a Volunteer. They tell of the other Volunteers they know. In a country of 30 million, everyone seems either to have been taught by a Volunteer or worked with one, or have a relative who did.

One hears stories from Volunteers every day, of Thais going out of their way to help them, to give them presents, to make them comfortable. It is a rare Volunteer who can boast that he has paid for his share of a meal or snack after eating with Thais.

Women Volunteers say they are constantly told how beautiful they are, but few complain about this. Similarly, men Volunteers often hear how strong and handsome they are. A Volunteer need only say two words in Thai to be told he speaks it superbly.

Volunteers are asked at every step where they are going, and where they have been. When a Volunteer makes a mistake in recounting his recent activities his listener often corrects him, for he has other sources.

Forewarned during training about criticism they may encounter overseas, Volunteers often find it is they who have to remind Thais of flaws in America and the West.

The Peace Corps worries that Volunteers will live better than their counterparts. In Thailand their counterparts

(Continued from page 11)

worry because the Volunteer isn't living better still.

Schools often vie with each other to have a Volunteer assigned to them. Outside school, or their job, Volunteers are barraged with requests to teach privately.

"We're in the Peace Corps" is a sentence that brings discounts and good tables in restaurants all over Thailand.

Volunteers are also treated with semantic grandeur. Thais use polite words generously in speaking with Volunteers, and refer to Volunteer teachers as *ajan* (professor) no matter what their accreditation. A doctor in one Volunteer's town even uses Thai polite words when he speaks English with her.

The government, too, is apparently enthusiastic about the Peace Corps. Requests for new Volunteers have steadily mounted. At the end of September there were about 300 Volunteers in Thailand, and the government says it could use two or three times that number, if it could get them. There has also been increasing government support for Volunteer-initiated projects and programs.

But all this popularity often distresses Volunteers. For one thing, Volunteers realize that popularity isn't enough. A school that struggles to get a Volunteer and displays him prominently at ceremonies may insist that he teach every class in the school for an hour a week. (Volunteers call this "whistle-stopping.")

Nor is there necessarily a correlation between the popularity of a Volunteer and receptivity to suggestions he makes.

Another problem is a more subtle one. Said one Volunteer, "I was in my town for six months and thought everything was wonderful. Everyone was so friendly, so polite. About the seventh month I began to realize that I didn't really know anything about the town, or the people. I had a feeling that they had been fending me off with praise, keeping me at arm's distance. I haven't entirely lost this feeling yet."

As in America, many Volunteers feel their popularity is based not so much on them as individuals, but on a concept of them as, in one Volunteer's phrase, "Shriver-like gods."

One reason the Thais' appreciation of Volunteers is so generous is that it comes on top of a strong respect the Thais already have for Westerners. Thailand, alone among Southeast Asian nations, was never a colony of the West, and has none of the resentments its neighbors do.

Additionally, the Thais have had throughout their history a willingness to learn from other cultures—whether Indian, Chinese, Khmer, Mon, Laotian, Burmese, Malay, European, or now, American.

Popularity will continue to perplex the Volunteers in Thailand. The other day a Volunteer in Bangkok was bargaining enthusiastically for mimeograph supplies. When the woman discovered he was a Volunteer she said, "No, no, you're a Peace Corps. You don't have to pay for this." The Volunteer declined, complaining that "Bargaining is difficult enough without complications like this."

Dolina Millar (Claremont, N.H.), a community-development worker, hopes to initiate project to install well pumps, to replace hand-lowered bucket system shown here.

A Taste Of Rambutan

Lee Makela teaches English in a secondary school in Suratthani, southern Thailand. He is from Libertyville, Ill., and graduated from Carroll College (Waukesha, Wis.) in 1963, with a B.A. in Latin and history.

By Lee Makela

Mid-term examinations were in progress when I arrived at my assignment. As a result I sat on the sidelines, ignored for two days. On the third day I asked for a job—any job.

They led me to a classroom. "At last something to do," I thought. There were no signs of an examination, and I realized it must be a study hall. I was chagrined at the lack of confidence this implied, but I was determined to show I could master any situation.

The 35 girls in the class were in small groups around piles of rambutan fruit, chattering as they removed the red, spiny covers. I was annoyed. This was a study hall, but no one was studying. After considering this contradiction, I decided to accept the situation and settled down. I was content to be employed.

Then a small girl crept up and knelt at the side of my desk. She placed on the desk before me a dish of beautifully arranged rambutan halves, each carefully peeled and perfectly placed on the plate. This small gesture overwhelmed me. How nice of them to think of the new teacher, to share some of their fruit with him.

I smiled my thanks and squinted at the Thai writing on the card stuck into the middle of the plate. It probably said simply "To our teacher," but I couldn't read any of it. I popped one piece of rambutan into my mouth with a show of extreme pleasure and beamed on the whole class. This gesture brought a chorus of giggles from everyone.

However, what I had interpreted as a gesture of the entire class soon proved to be only one individual's idea, as a few minutes later another dish of rambutan appeared on my desk. This was immediately followed by another and another, all as beautifully arranged as the first. No doubt delighted by my acceptance of the first girl's offering, more students wanted to show their respect. What had I started by accepting

that first small gift? I tried to keep up with the flow of dishes, sampling each so as not to show favoritism or hurt anyone's feelings, but I was losing ground.

With the desk rapidly filling under this avalanche of fresh fruit, I tried desperately to think of a diplomatic way to shut off the flow. As I considered one idea after another, I nibbled furiously at the rambutans accumulating rapidly before me. This, too, seemed to amuse the class. They were giggling constantly now.

And still the girls came forward—short and fat, plain and pretty, tall and thin, and all in their white blouses and blue jumpers—bearing fresh rambutans for the teacher. I felt disaster was upon me. I was going to be a failure in my very first assignment. The fruit kept piling up—a funeral pyre of rambutan.

Just then the headmistress, probably attracted by the students' giggles, appeared. From the doorway, she saw my attempts to field the growing array of fruit; she strode into the room, smiling faintly. Leaning over the desk, she said "You are presently eating the girls' final examination in Proper Preparation of Fruits and Vegetables. Please leave some for the examiner."

On the Riding Of Buses In Thailand

Barbara Hoffbeck of Big Stone City, S.D., teaches English in a secondary school at Samutprakan, south of Bangkok. She holds a B.S. in home economics and journalism, granted in May, 1961, by South Dakota College of Agriculture and Mechanical Arts. Before joining the Peace Corps she was a reporter for the Sioux Falls (S.D.) **Argus-Leader,** and, before that, wire editor for the Rhinelander (Wis.) **Daily News.**

By Barbara Hoffbeck

Women who have been to Thailand probably never forget the beauty of Thailand's temples; men, the beauty of Thai women. Volunteers will probably never forget the bus rides.

For one-half baht (about 2½¢) you can ride for more than an hour through Bangkok's busy, colorful, congested streets.

Two major tasks confront the Bangkok bus rider: getting on and getting off. Although there are probably a hundred different bus routes with scores of buses on each one, the buses are always packed. You learn to climb on even if there seems to be no space.

Rural Thai bus stops along a road to pick up passengers, cargo, and livestock.

The ride to the next stop calls for courage, as you feel you will lose your foothold and fall off. But after the next stop others climb aboard and you couldn't fall out if you wanted to. Once on, you're lucky to find something to hold on to; but sometimes there's even an unexpected luxury—a seat.

I think our physical training back in the U.S. lacked something, for it has taken me months to get the knack of hanging on with one hand, holding my packages with the other, giving my money to the ticket boy, and keeping myself from bumping fellow passengers.

If you do get to sit, you soon learn not to watch the driver, for Bangkok bus and taxi drivers are extremely optimistic and competitive. This often results in two buses racing side by side down a busy road scattering bicycles, carts, taxis, and people.

Buses are also exciting outside Bangkok. My favorite ride is from the city where I live, Samutprakan, 15 miles into Bangkok. Along the way the bus passes farmers in the rice fields, boys herding water buffalo, and women doing their washing in the *klongs* (canals). Inside the bus, people are watching me, for it's unusual for a foreigner to ride that route.

Sometimes the things inside the bus prove as interesting as the scenery. In the morning the aisles are filled with flowers, fruits, and vegetables being taken to the market. Once there was a man with his fighting cock perched on his arm. Another time, there was something wrapped in banana leaves that I didn't recognize for some time. It proved to be a pig's head, which a short time before had been on a pig.

Another Volunteer tells me that I can't call myself a veteran bus rider until, like him, I ride a route that has a temple on a sharp curve. In the middle of the curve the driver always takes both hands off the wheel and does a respectful Thai bow.

For 3 Months, Sombat Becomes A Buddhist Priest

Ted Goldenberg is from San Bernardino, Cal., and graduated from Texas A&M College in 1959 with a B.A. in math. He teaches English in a secondary school in the Sawankalok district of Sukhothai province, in northern Thailand.

By Ted Goldenberg

At the beginning of Thailand's rainy season this past July, Sombat, a teacher at my school, became a priest in the Buddhist temple in our town for three months of study, meditation, and prayer.

This is a familiar event in Thailand, for most Thai men enter the priesthood for at least a short time during their life.

The ceremonies marking the ordination of a priest last three days, and are one of the most important occasions in a Thai's life. Like much of Thai Buddhism, they are a mixture of solemnity and joy, ritual and exuberance, formality and fun.

Along with Sombat's family and other friends, I was invited to participate in the ceremonies.

Preparations began weeks ahead of time. The family made intricate decorations out of flowers, and prepared food for the hundred or so guests expected. A large porch was added to the house to give everyone room to sit, eat, and sleep.

The first evening of the ceremonies was a social occasion for the men. But it was work for many of the women and girls, who were finishing their flower arrangements. They spent hours stringing fragrant purple, pink, and white

(Continued from page 13)

petals to hang on gifts for the priests at the temple.

The men played cards, drank *mekong* (Thai whiskey), and talked. Popular Thai and American records were played at nearly full volume on a phonograph.

Early the next morning, Sombat's hair and eyebrows were shaved, as is the custom of all Thai priests each month. Then he was given a ritual bath (everyone poured a little water over him), and he was dressed in white robes. He wore these for the rest of the morning and afternoon.

The guests were served more food and drink, but Sombat ate in another room, attended by a few friends and relatives, for he was now in a state of grace.

After the noon meal, two groups of musicians entertained the guests. One was our boys' high-school band, the other a traditional Thai folk band, composed of workers, pedicab drivers, and farmers. The folk band was especially exciting and its enthusiastic members pounded out a steady rhythm on a variety of drums and other percussion instruments, accompanied by a small wind instrument that sounded like a shrill oboe.

Occasionally one of these players paused to perform portions of a Thai classical dance, standing or sitting, using his arms, hands, and legs to execute the stylized movements. Four or five of the older women, some over 60, danced too, wearing traditional costumes and make-up. They were all graceful.

Then everyone assembled outside, on the road. Sombat was mounted on a small horse, and all the guests, both bands, and several jeeps crammed with women and gifts began a noisy, joyous, two-hour procession through the market and town to the temple. It was hot, but the two bands played continuously, and the old women danced throughout the march.

Sombat had confessed to me that this would be his first ride on a horse, and it was not an easy one. He had to maintain a contemplative position the whole time, sitting erect, hands together as in prayer, eyes cast downward.

The horse became irritated after a while and kicked at marchers, and at the men trying to hold a large umbrella over Sombat, to shield him from the sun.

By the time we reached the temple, the horse was almost unmanageable. Sombat was lifted off, and placed on the shoulders of a husky man. Then he was carried ceremoniously and noisily around the main temple building, followed by everyone who wasn't standing in the shade, as I was.

Ordination Ceremony

Now came the ordination ceremony. The temple's 23 priests were seated with their legs beneath them and their prayer screens before them, on a large, low wooden platform inside the temple. The abbot, 86, presided, his voice hoarse and cracked; several times he corrected and helped the younger priests chanting the ceremony.

Buddhist chants are in *Pali*, an ancient language, and their rhythm and changes of pitch are hypnotic and fascinating. During the ceremony the new monk must make several responses, some long. Sombat had studied for several months. Now, in his new, vivid-orange priest's robes, he responded carefully and, apparently, perfectly.

This ceremony lasted an hour, and by the end of it I was numb from sitting on the floor in a polite position, feet under me to one side.

On Sombat's way out of the temple, the people lined the path and put joss-sticks (incense) in his cloth bag. I went with him and some other teachers to see the room that was to be his during this stay in the temple. Surprisingly, it was large. It had a few pieces of furniture and was upstairs in a large wooden building that also houses the temple's offices and library.

The festivities were not yet finished, however. During his first night as a priest, Sombat would stay at his family's house, so I returned there.

That evening there was another fine meal (which Sombat, now a priest, could not share), and afterwards a concert by a classical Thai orchestra.

The next morning the priests came from the temple. They were served breakfast and were given food for their only other meal of the day, taken at noon. When they returned to the temple, Sombat went with them.

As a priest he will study the Dharma, or Buddhist, doctrine; the life of Buddha; the discipline of Buddhism; and the composition of the words of the Buddha.

He will have only nine possessions: his four robes, alms-bowl, razor, needle, umbrella, and water strainer. By thus renouncing the world and following the Path, Sombat hopes to approach an understanding of suffering and detach himself from desire. He will follow the Ten Precepts of Buddha, and be governed by the 227 rules of the Buddhist monastic order.

Volunteers live in Thai-style houses, raised above the ground on stilts, open for ventilation. Volunteer Ted Goldenburg (San Bernardino, Cal.) stands on his porch.

A Volunteer's Life In the Village Of the Lion Forest

Don Sjostrom has been teaching English in a secondary school in Yasothon, a village in northeastern Thailand, since last October. He is from Seattle, and graduated from the University of Washington last year with a B.A. in philosophy.

By Don Sjostrom

About 600 years ago two Buddhist monks named Jentanavin and Jinda set off from Vientiane, Laos, for India. They were making the long trip to get a bone of the holy Buddhist priest, Phra Anon, who had recently died near Agra.

They obtained the bone, but when they returned to Laos they were denied

A simple cotton gin is discussed with a villager by Steve Whitmer (Overland Park, Kan.). He works in rural community-action at Sakonnakhon, northeastern Thailand.

entrance by the newly-installed Prince of Vientiane. Weary and discouraged, they followed the Chi River south until they reached a small village named Bansingta (village of the lion forest). There they decided to settle. To house the relic they built a slender pagoda, finely carved from white stone, nearly a hundred feet high.

Today, Bansingta is the town of Yasothon, and the temple is called Wat Mahatad. I live about 200 yards from the temple.

Yasothon, although older than Bangkok itself, remains a small town typical of many in a country where 85 per cent of the people live in communities this size or smaller. One can walk from one end to the other in 15 minutes. It is accessible only by dirt roads that become very difficult to traverse during the rains, but its main streets are paved. There are two comfortable hotels, two uncomfortable theaters, and a large central market.

Leaving the main street one enters a maze of roads and paths winding among thatched houses on stilts, and banana, papaya, and coconut trees. Pigs wallow contentedly under the houses. It is quiet and smelly and my favorite part of town.

The people in the northeastern part of Thailand are more Laotian than Thai. No one exemplifies this better than my neighbor Meh Thon (*meh* means mother in Thai). She is a tall, handsome woman, though a bit scarred and red around the mouth from years of chewing betel nut. Her appearance is striking when she puts on her heavy gold necklace, rings, and bracelets. Like most village Thais she has little use for banks, and the ornaments represent her family's life saving.

A "Borrowed" Net

Meh Thon can't read or write and rarely speaks Thai, so I had an opportunity to learn Laotian (the local dialect) from the very beginning. Our relationship was strengthened only a few weeks after I arrived when I lent her my spare mosquito net. I had obviously misinterpreted her use of "borrow" for the next day she was proudly displaying my net, now made into a bra.

A month or so later she complained of her blood turning white and I gave her a handful of vitamin pills. We've been inseparable ever since.

Meh Thon's acceptance of me into her little world has not been an exception here in Yasothon. The ease with which the Thais brought me, their first and only Volunteer, into their community has been the most pleasant experience of my stay.

I had been in Yasothon only four days when the annual boat-racing festival was held. I was asked to be a member of our school's eight-man crew. It was a bright day with scores of boats representing all the nearby villages as well as teams from town. The boats were low, shallow, carved-out teak logs, incredibly heavy, which we paddled with short, slender poles.

We took to the river early and paddled confidently around challenging other teams to short sprint races. After an hour of these warm-up races we were all feeling rather limp; reluctantly, we answered the call to the starting line. Then our team decided that I should be steersman. I settled in the stern with an eight-foot board to paddle and steer with. This made us a little stern-heavy, but in a moment we were off. With a shout we dug our paddles deep and surged forward. As the boat gained momentum the bow began to lift and the water flew by. We were leading. Chanting hoarsely, we dug deeper with our paddles. The bow lifted higher, the stern settled deeper, and then we sank in disgrace not 50 yards from the starting line.

Life in Yasothon has long since ceased to be exciting or adventurous, but it's a good life crowded with a lot of good people.

Enough of the students are interested in English to make the teaching interesting for me. We have an enthusiastic English club and put out a newspaper that reaches a dozen schools in four towns.

The secondary school where I teach is a large, unattractive building. It is made of wood, and, like most Thai buildings, is unpainted. We have 310 students and 11 teachers. The classrooms are dreary but there is no lack of school spirit among the students.

I spend most of my weekends in the villages, occasionally teaching in the local primary school or working with the local teachers on teaching methods. Often, however, I go just to chat with the parents of the students, and I have spent many pleasant afternoons relaxing on a bamboo mat drinking cool, young-coconut milk, fresh from the tree.

Life here has not, of course, been without frustration. My attempt at organizing a 4-H Club during the summer vacation ended in failure. And there have been countless lesser difficulties with the teaching or the food or the language.

Nor has my stay in Yasothon been without sorrow. Not long ago, my best student died suddenly of spinal meningitis.

But given a peaceful afternoon in a quiet village, a house full of children preparing food for Sunday lunch, or an evening alone with the sunset on the bank of the nearby River Chi, then 10 months yet to spend in Yasothon seem too few.

At Hospital, Relatives Help

Regina Williams, from St. Paul, Minn., graduated in 1957 with a B.S. in medical technology from the University of Minnesota. She has been a laboratory technician at the Roi-et Provincial Hospital for the past 18 months.

By Regina Williams

Much of the activity of the hospital where I am a laboratory technician goes on not inside the hospital but in a cluster of huts behind it. Here live the patients' relatives.

I call them "nurses' aides," for they tend to many of the patients' needs. They are a feature of most hospitals in northeastern Thailand, particularly during the dry season, when there is little to do at home.

They are quite helpful. They feed, bathe, and comfort the patients, wash their clothes, and visit with them. (Visiting hours are not usually limited in Thai Hospitals.)

I enjoy watching the women in their *pa-nungs* (sarongs) preparing their charcoal fires to boil rice, and the men in their *pa-ko-mas* (loin cloths) carrying water from the hospital well, the tins hanging from a shoulder pole.

Going to and from the lab I pass the relatives sitting in the corridors and wards, or under the shade trees, chewing betel nut, eating sticky rice, and talking.

In time, as the hospital becomes more conscious of the dangers of contamination, the "nurses' aides" will probably disappear, replaced by more hygienic, but less-interested attendants.

Aside from this, working in a hospital lab in Thailand is outwardly quite similar to working in a small lab in the United States. The hours and most of the lab tests are the same. Even the atmosphere is the same—doctors calling for results or for blood transfusions, and aides running in with forgotten request slips.

But here the similarity ends. The real challenge is the unexpected. Will the electricity work today? Will the water run? Has the order for chemicals we placed three months ago arrived yet? We generally spend the morning hours coping with these small crises, collecting blood samples, and setting up filtrates and dilutions for chemical analyses.

Few Changes Made

Although the workload of the lab has increased, few changes have been made, and these are often contradictory. On some days we go backwards. On others we hold our own.

Our lab is small and meagerly equipped. Most hematology and urinalysis work is done by two lab assistants. We have no other lab technicians as such.

New habits, such as using sterile techniques and clean, dry glassware, are difficult to instill. Gradually the staff is learning to check results with factors or previous tests, correlate them with the doctor's diagnoses, and refer to textbooks when in doubt.

Other problems are solved more readily. To enable us to collect blood samples from several wards at one time we made a large hematology tray. We now clean plugged pipettes instead of throwing them away. We do urine-sugar tests in batches of 10 to 15 instead of individually, as before.

In chemistry, we post a list in each ward with the amount and type of blood needed for each test, requiring that all specimens be in the lab by 10:30 a.m. My Thai colleague and I have revised some procedures, revived others, and established some new ones. For the simpler jobs, we plan to recruit and teach high-school graduates.

There is still much to be done in chemistry and bacteriology, but we hope that with the opening of a new lab and with new equipment we can accomplish more.

Hitchhiking during annual Surin elephant round up are Dave Updegraff (Ft. Lauderdale, Fla.), Bob King (Guilderland Center, N.Y.), and Carl Zinkel (Spokane, Wash.).

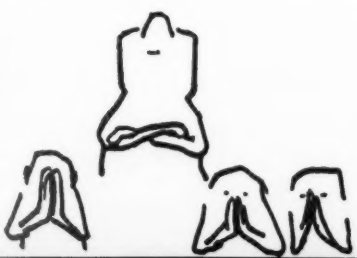
Volunteers Ernie Kuhn (Newark, O.), left, and Lou Setti (Watertown, Mass.) pose with young friends; silver neck-rings are worn as signs of wealth. Kuhn, a community-development worker, is assigned to Miao people, who inhabit northern parts of Vietnam, Laos, and Thailand, coming originally from southwestern China. Setti is a teacher in Phitsanulok, in the north.

'The Students Began to Cry'

Readers of THE VOLUNTEER often learn of successes of Peace Corps Volunteers, but seldom read about situations that have had mixed or unhappy results. The following anecdotes of cross-cultural confusion and misunderstanding are taken from a recent questionnaire completed by Thailand Volunteers.

Volunteer A: My students had not done their homework and in class were lazy and inattentive. I was furious and I walked out of class. Then I was embarrassed because the students began to cry.

Volunteer B: A big celebration was planned at a nearby temple and the Prime Minister was to attend. We all waited in the hot sun for three hours and then were told that he was not coming. A prince came in his place and I was so angry after waiting for so long that I refused to *wai* (bow) when all the others did. One of my fellow teachers asked why I hadn't. I replied that he was her prince and not mine. I realized that I had been impolite and decided to be more careful with my explanations in the future.

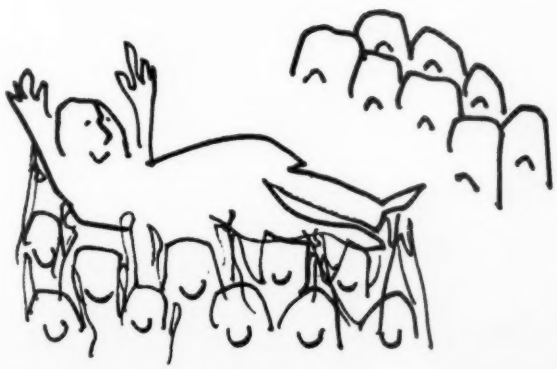


Volunteer C: My class was particularly unruly. I lost my temper, grabbed one of the boys and gave him some firm whacks. I then took him to be punished by the headmaster. I lost rapport with the class.

Volunteer D: Some teachers and I were putting up room dividers so that I would have my own room. I wanted to know the size of the room but no one would tell me and because of language problems I could not express myself clearly. I took one teacher aside and asked him what the size of the room was to be. I entreated him to tell the truth for a change instead of just being politely vague. He interpreted this to mean that I was "hot-headed" and hostile towards him and he would not speak to me for some time afterwards. Since then the problem has resolved itself through an increase in understanding.

Volunteer E: At a large party I was asked to sing on a platform into a microphone. I refused. My principal and other teachers were embarrassed.

Volunteer F: I spent a lot of time joking with students and did not insist that they stand when I entered the classroom, and so forth. I acted like an American, not like a Thai teacher. I reduced the differential between teacher and student. The result is that my relationship with the students is wonderful. My relationship with the teachers leaves much to be desired. I threaten their authority and the system. I probably could have built much the same relationships with the students and still made them toe the line more. Next year I intend to try.



Their Best Starfish

Travis Montgomery, from Poplar Bluff, Mo., is an English teacher at Vajiravudh College in Bangkok. He graduated from Southeast Missouri College in 1957 with majors in English and history, and has taught English and social studies at an American private school in São Paulo, Brazil.

By Travis Montgomery

What I like most about Thailand are the people, and the children in particular. It is too bad that they have to grow up into men and women, but I forgive them. The reason I like the children is because they're so cleverly innocent, and as good example as any I know are the five Thai boys I encountered at the beach outside Satahieb.

The leader of the group was a lean, ivory-skinned twelve-year-old with large, almond eyes which revealed an ancestry not entirely Thai. He had the relaxed, unself-conscious bearing of a natural leader. Then there was a plump lad with merry eyes who was so anxious I understand what he was saying that he exaggerated his gestures to every statement. There were two noisy little tag-alongs who ran ahead, and after they had lost their feelings of shyness, they pointed out landmarks of interest along the beach. The group's *taloke yai* (practical joker), a dark-skinned boy, ran along beside me anxious to test my knowledge of Thai.

When I first met them, they were grouped together under a Payom tree, sorting their starfish, which they had gathered along the beach. The best ones were to be sold to the *farang* (foreigner) who sometimes visited the beach. I asked the tallest boy, whose name was Chai, how he managed to catch the starfish.

"Easy!" he exclaimed. "Walk along the beach and when you see an imprint of a star, dig into the sand. But, you must have sharp eyes."

"Sharp eyes!" the chubby boy said, building piles of sand with his arms and hands.

"Like this," the practical joker said, throwing himself on the sandy soil and gesticulating wildly with his chubby hands.

Chai took my hand and led me out into the sandy waste. The sand dunes rose and once we had mounted these, we could see the beach, the sea, and the small islands in Satahieb Bay.

"It's the most beautiful beach," the chubby boy shouted, spreading his arms as far as they would go. "A beautiful white beach."

From atop the sand dunes, I could see where a river ran into the sea and, on either side, stretches of shimmering white beach along which women and children walked, searching for clams, shells, and starfish.

"Beautiful?" questioned the tall boy.

"Beautiful," I replied, while the tag-alongs ran whooping up and down and the clown stood silent. Chai stood relaxed and confident, needing no assurance of my appreciation.

After we had spent a joyous afternoon gathering shells, looking for more starfish, and swimming, I realized it was getting late. The sea was almost motionless, a blue carpet that stretched to the edge of a cloud-filled sky.

Laden with many tiny shells, I bid my young friends good-bye, as I slowly mounted one of the large sand dunes.

"Beautiful!" the chubby boy cried.

Suddenly, the tall boy and the two tag-alongs ran to their pile of starfish and grabbed the three largest, most beautiful ones in the huge pile, and added them to the number I already carried. They were, they said, their best starfish.

Each year, new teachers at His Majesty's school, Vajiravudh College, are presented to the King; Travis Montgomery, standing with gifts at left, was included.

'Get the Hell Out of There, Gracefully'

Thailand Volunteers have collected the following anecdotes, some of which will probably sound familiar to Volunteers everywhere:

"We are concerned about you because of the hostilities in Vietnam. We have read everything we can and talked it over. We feel that you should get the hell out of there as fast as you can gracefully."

—From a parent's letter

□ □ □

One of my real pleasures comes at night, every night. The girls' dormitory is just 500 yards from my flat. They chant their Buddhist prayers nightly and the melodic tones seem to envelop me. If I've had a difficult day, the sounds are soothing beyond words. If the day has been a good one, the sounds remind me of the beauty in Thailand.

—Toby Talbot (Los Angeles, Cal.)

□ □ □

One day as I sat eating in a strange town a little boy passed by. When he saw me, he stopped and stood in front of the shop shouting, "What? Okay. What? Okay." Then he merrily bounced down the street shouting, "What? Okay . . ."

—Fred Ellis (Annapolis, Md.)

□ □ □

At present I'm living in a former classroom on the second floor of my school. When I want to take a bath (in Thailand this is two or three times a day), I must walk downstairs and

behind the school. The morning bath is the most fun. No matter how early I get up, some students always come to school before me. Even if I get up at 5 a.m. to take my shower some joker arrives at 4:55. On these occasions I am dressed appropriately in a Thai sarong and sandals, with a towel around my neck. Carrying soap and a metal bowl to pour water over me, I enter the bathroom and secure the door behind me. There are generally giggles and whispers at this stage. When I've finished, teeth chattering, I step out of the bathroom. Every morning a crowd of smiling little girls greets me with "Good morning, teacher."

—Marilyn Ziblay (Kennewick, Wash.)

□ □ □

From *"A Piece of the Corps,"* written and performed by Thailand Group 7 at the conclusion of their training in Hilo, Hawaii:

Leader: OK. Try this one. You come home late at night. You find a tiger relaxing on your sleeping mat. What do you do?

Trainee 1: Explain to the tiger that in Buddhism, if he does good, he'll get good.

Trainee 2: Consult the Peace Corps Handbook.

Trainee 3: Start a zoo.

Trainee 4: Try to understand the elements in his culture that made the tiger do this.

□ □ □

You know how tired you get of hearing children shout "Farang! farang!" (foreigner) whenever you go by. I was on my way to school one day and these two little boys in their clean school clothes saw me. They began jumping up and down yelling "Farang! farang!" and fell into the klong (canal).

—Debbie French (Farmington, Conn.)

□ □ □

We were married in the *nai amphur's* (district official) office. When the ceremony was over I asked how much it was. He said 60 satangs (3¢). I gave him a baht (5¢) and he went into the back and opened a big safe and gave me 40 satangs change.

—Larry Forman (Easton, Md.)

Fred Ellis

Debbie French

(Continued on next page)

Teachers' room in a Thailand school is set aside for planning lessons and preparing materials. Donna Reilly (Spokane, Wash.) sits at her desk in the second row.

Aspects of Westernization

Clark Neher (Los Angeles) is an instructor of political science at Chulalongkorn University in Bangkok. He holds bachelor's and master's degrees in political science, granted in 1960 and 1961 from Stanford University; from 1958 to 1959 he studied at the University of Vienna. His wife, Arlene, teaches at Prasarnmitr College of Education in Bangkok.

By Clark Neher

Bangkok, not long ago, was a city of busy canals and magnificent temples. Today, the temples remain, but most of the canals have given way to wide concrete streets.

There are other changes in Bangkok. Bars and nightclubs abound (Las Vegas, the Americano) blaring forth rock and roll. Thai girls with bouffant hairstyles wear Western dresses instead of the traditional sarong-like skirt, and occasionally one even sees couples holding hands as they walk down the street—formerly a strict taboo.

All this distresses many Thais and many Westerners, who see unfortunate aspects of Westernization intruding on what has been a polite, modest, and respectful culture.

Chulalongkorn University, where I am an instructor, is in the heart of Bangkok. Many of the students are from remote villages, and are encountering Western influences and the changes going on in the city for the first time. Some Thais are concerned that the students will reject the best of their Thai traditions.

But Chulalongkorn, Thailand's oldest and most famous university, is rich in Thai tradition. It was founded by the great King Chulalongkorn (1868-1910). Its buildings are in the classic Thai style: bright orange- and green-tile roofs cover high-ceilinged airy classrooms.

The university's 6000 students dress in white blouses and shirts, and dark skirts or trousers. When they pass a teacher in the hall they step aside and bow deeply, hands before their faces, in Thailand's traditional sign of respect. Often there seems to be a wall between the students and teachers.

In my department, political science, students attend 26 hours a week of lecture classes. They have little opportunity to assimilate and discuss the teacher's lecture. They need only memorize the lecture notes and at exam time relate them back, with little critical thinking. There is almost no concept of the research-in-depth that exists in American universities. Part of the reason for this is a lack of library materials. I fear that many of these university students will graduate into influential government and business positions without ever having had their ideas fully criticized or challenged.

My classes are in current affairs and international relations. Both courses require discussion, interpretation, and differences of opinion if they are to be meaningful. To elicit opinions on controversial subjects was at first almost an impossible task because the students simply would not express an opinion which might be different from mine.

(Continued from page 19)

Since childhood they have been taught that "teacher's opinion is right."

A further problem was that the students were concerned they would lose face if their opinions were challenged or if their peers judged them to be "overly aggressive or disrespectful."

Gradually the students learned that I truly wanted their own original opinions and ideas and soon discussion became more lively. I was thrilled the first time a student raised his hand while I was lecturing, and said: "Mr. Clark, I would like to disagree with your last idea." Perhaps the Volunteer has an advantage over his Thai colleagues, in that the students will be more likely to express their ideas with him since he is outside the established hierarchy.

Almost all the Thailand Volunteers I have talked with feel this need for a more informal relationship between student and teacher. I believe such a change is necessary for effective teaching and learning.

Effects of Change

If we develop this new open relationship, there are questions to be considered. In a country where the social order is based on the respect for authority, what will be the result of changing values? Will the students now have less respect for their teachers? Will they know how to control and cope with their new relationship? Will the authority and image of the Thai teachers be undercut?

Perhaps in trying to encourage our students to think for themselves this way we are simply another disruptive element intruding, another unfortunate aspect of Westernization. But somehow it seems worthwhile when we see our students develop a little more confidence in thinking for themselves.

Dear_____,

For Thailand Volunteers behind in their correspondence (and what Volunteer isn't?) the *Journal of Community Development*, edited by Volunteer Tommie Griffin (Seattle), offered this form to be filled in and mailed:

Dear_____,

Well, here I am in_____, and I'm really quite_____. I have been_____ and_____, and sometimes I've even_____. The weather here has been_____. For entertainment I've been_____and_____. You know how it is.

The food has been very_____. I find that if I add a_____to it now and then, the results are_____. My house is made of _____, and it's very_____. I wish I had a_____to make things more comfortable.

I have_____ideas about future activities. For instance I think that_____would be an excellent idea, don't you?

The people here are_____. They seem to_____all the time. I find them very _____. In fact, sometimes I think they _____. What do you think?

Well, that's about_____for now. Tell everyone_____for me.

Your_____,

_____

'I Always Had A Lot of Visitors'

(Continued from previous page)

I always had a lot of visitors at my house in Songkhla. I had a gibbon tied in front, a trash pit in back, and an aquarium inside.

—Jack Reynolds (Downey, Cal.)

□ □ □

Occasionally in a Thai barber shop the barber stops in the middle of a haircut and combs his own hair.

—Jim Cusick (East Orange, N.J.)

□ □ □

Once I said to a student, "How do you do?" He said, "I can do."

—Howard Lesnick (Providence, R.I.)

□ □ □

I went on a *thiaw* (walk) with some teachers. They bought an ice-cream stick for me. Since Thais don't eat while walking they put it in a bag for me. We walked around for awhile looking for a bench. Have you eaten a 15-minute-old ice-cream stick in the hot season?

—Donna Reilly (Spokane, Wash.)

Jim Cusick

Donna Reilly

Marilyn Ziblay

Howard Lesnick

Letter-writing style was lesson in English classes taught by Volunteer Jack Reynolds (Downey, Cal.), who is now studying at East-West Center, Hawaii.

Abnam (bath) time at Bangkok welfare home. Jennifer Froistad (Cincinnati) worked there during summer; she teaches at college in Chonburi province.

'The Most Powerful Idea in Recent Times'

Excerpts from remarks of Thanat Khoman, Foreign Minister of Thailand, in response to an address given by Sargent Shriver at Chulalongkorn University, Jan. 28, 1964:

"It is indeed striking that this important idea—the most powerful idea in recent times: of a Peace Corps, of youth mingling, living, working with youth—should come from the mightiest nation on earth, the United States. Many of us who did not know about the United States thought of this great nation as a wealthy nation, a powerful nation, endowed with great material strength and many powerful weapons. But many of us know that in the United States ideas and ideals are also powerful. And I think this is the secret of your greatness, of your might, which is not imposing or crushing people but is the thought of future goodwill and understanding. I hope this idea will thrive and that all of you, my friends, will continue with your success."

Thai doctor inspects child at roadside clinic, as other patients wait; picture was taken by Volunteer Kirmach Natani (Oakland, Cal.) during surveying trip.

Career Opportunities Listed For Returning Volunteers

Each month, the Peace Corps Volunteer Career Information Service, a branch of the Division of Volunteer Support, sends to Volunteers a bulletin listing post-service career opportunities. Volunteers in their last year of service have been asked to send in registration cards (available from Representatives) in order to obtain individual assistance. Inquiries should be addressed to CIS in care of the Division of Volunteer Support, Peace Corps, Washington, D. C. 20525. Following is a selection from the current Career Opportunities Bulletin, which should be consulted for complete listings:

Education

Study Fellowships for International Development applications are being accepted for the 1965-66 academic year. This graduate program, started in 1963, is open only to persons returning from voluntary service overseas. Supported by a Ford Foundation grant, the awards seek to increase the supply of well-trained Americans available to work in developing areas. Approximately 50 awards are made annually for advanced-degree work, providing tuition and up to $1800 per academic year. Awards are made for one year. Study-fellowship applicants must be admitted to one or more of the following schools: UCLA, Chicago, Columbia (and Teachers College, Columbia), Cornell, Harvard, North Carolina, Pennsylvania State, Stanford, and Wisconsin. The Inter-University Committee on Study Fellowships should be notified immediately upon acceptance for admission. Applicants must hold a B.A. or B.S. degree, have served for more than a year in one of the developing countries, and wish to devote a significant portion of their future career to development assistance. Ordinarily, applicants should be under 35. Completed applications must be postmarked on or before Jan. 31, 1965, and directed to Study Fellowships for International Development, Pennsylvania State University, 16 Carnegie Building, University Park, Pa. 16802. Applications may also be obtained from Peace Corps Representatives. Career-information libraries have catalogs for the 10 co-operating schools. Overseas interviews of applicants will be conducted during December and January.

University of Wisconsin Graduate School has established a teacher-internship program, offering a master's degree in education or jointly in education and an academic field. This teacher-internship program provides an opportunity for teacher certification and an advanced degree for liberal arts graduates. Financial support is available for graduates with above-average scholastic achievement. Interns earn a $1200 salary during the semester. Apply to James C. Stoltenberg, Office of Clinical Experiences for Teachers, Room 117, Education Building, Madison, Wis.

George Williams College, a coeducational college in Chicago, offers several full-tuition scholarships to returning Volunteers at either the undergraduate or graduate level. Awards are for one academic year with renewal contingent upon scholastic, leadership, and financial requirements. Students may earn bachelor's degrees in health, physical education, munity recreation. Graduate students major in health education, physical education, group biology, general studies, group work, or comwork, community recreation, or camping and outdoor education. Inquiries and applications should be directed to Financial Aid Officer, George Williams College, Drexel Ave. at 53rd St., Chicago, Ill. 60615. Please specify returning Peace Corps Volunteer.

Graduate School Examinations are often necessary for Volunteers considering graduate study upon returning to United States. Among tests which may be required are: Admission Test for Graduate Study in Business, Graduate Record Examination, Law School Admission Test, and the Medical College Admission Test. The Graduate Record Examination can be substituted for the Federal Service Entrance Examination with a score of 1000. A score of 1200 can be substituted for the Management-Intern Examination. The first three of these are administered by Educational Testing Service, Princeton, N.J.; the Medical Test is administered by the Psychological Corp., 304 East 45th St., New York, N.Y. Testing centers can be set up in capitals or large cities in most parts of the world. Because of difficulties often encountered in finding satisfactory facilities, and mail delays, requests for administering of tests in foreign countries should reach the appropriate agency at least two months before the test date, with registration form and examination fee. Graduate Record Examination announcements for 64-65 have been supplied to Peace Corps Representatives abroad. Announcements for each of the tests listed may be obtained by writing CIS or the organization. The 1964-65 test dates are: Graduate Study in Business: Nov. 7, Feb. 6, April 3, and July 10. Graduate Record Examinations: Nov. 21, Jan. 16, March 6, April 24, and July 10. Law School Admission Test: Nov. 14, Feb. 13, April 10, and July 17. Medical College Test: Oct. 17 and May 1.

Rotary Foundation Fellowships are available for overseas study in countries where Rotary International Clubs are located. Applicants should be from 20 to 29 years old, have bachelor degrees, and be endorsed by their local Rotary Club. Fields of study are unrestricted but persons may not apply for a country in which they have previously studied. The awards include tuition, fees, books, room, board, and round-trip transportation for one academic year. Write to hometown Rotary Club. Candidates must be nominated by Nov. 15.

Loretto Adult Education Center, operating a pre-vocational literacy program under the Office of Manpower Development and Training, is looking for Volunteers returning to the Chicago area to teach reading, mathematics, English, typing, and manual arts to unemployed adults between the ages of 22 and 50. Salary is scaled according to experience. Write Sister M. Peter Claver, Director, Loretto Adult Education Center, 6535 South Stewart Ave., Chicago, Ill. 60621.

Undergraduate awards will be offered to undergraduate students for intensive summer study of certain languages of the Far East, South Asia, Southeast Asia, Africa, Middle East, and Latin America. The programs will be conducted by National Defense Language and Area Centers at universities in the U.S. Applicants must be U.S. citizens or permanent residents who have had at least one year of formal college work or the equivalent of the language they propose to study. Preference

Mary Lou Callahan, a Volunteer from Vermilion, O., learns laboratory techniques from a Guinean doctor at Dabola, Guinea, leprosarium where she worked as a summer project. During the school year she teaches English at College Dabola. The town is 195 miles northeast from Conakry in the center of the country.

will be given to applicants intending to study during the following academic year. Benefits include tuition and fees, a maintenance allowance based on $400 for an eight-week term, and round-trip tourist air fare to the institution. For more information write to CIS.

Government

The Agency for International Development is seeking men with agricultural backgrounds to assist in production problems in the Dominican Republic. They would work with a Dominican Republic Office of Community Development program. Candidates must be single and have farm backgrounds or practical experience in extension, farm machinery, supervised agricultural credit, crop and vegetable production, and livestock. High school as well as college graduates are eligible to apply. Contracts are for one year and salaries will average $7000. Jobs are limited to Volunteers who have served in Spanish-speaking Latin American countries. Write W. Carter Ide, Director, USAID, Santo Domingo, c/o American Embassy, Santo Domingo, Dominican Republic. Give qualifications and availability date.

Veterans Administration Hospital, Buffalo, N.Y., has position vacancies for nurses, dietitians, occupational therapists, and medical librarian. For information about specific openings, contact I. G. Doane, Chief Personnel Division, Veterans Administration Hospital, 3495 Bailey Ave., Buffalo, N.Y. 14215.

Teaching

Board of World Missions, Presbyterian Church in the U.S. is looking for elementary- and secondary-school teachers and college instructors in Brazil, Congo, Japan, Korea, Mexico, and Taiwan. Appointments vary from two to five years. Write the Candidate Secretary, Board of World Missions, Presbyterian Church in the U.S., Box 330, Nashville, Tenn. 37202.

Harvard-St. George School, a private interracial and nonsectarian school located in the Hyde Park area of Chicago, wishes to employ a former Volunteer on its teaching staff. This day school enrolls 250 children in kindergarten through 12th grade. Write Miss Judith Allen, Principal, Harvard-St. George School, 4731 South Ellis Ave., Chicago, Ill. 60615.

The Modern Language Institute, Washington, D. C. would welcome applications from returning Volunteers interested in either linguistics or teaching English as a foreign language. The activities of the Institute include teaching English to foreign students, training U.S. government officials in foreign languages, and working as personnel for U.S.I.A. binational centers. The institute has an interest in persons with fluency in Spanish, German, and French as well as less common languages. Write Marvel Rocca, President, Modern Language Institute, 1322-18th St., N.W., Washington, D. C.

State of North Carolina Advancement School, scheduled to open in November, is currently accepting applications for counselor positions. Each counselor is responsible for 40-45 young men. In addition, some counselors may teach or coach. The Advancement School, an integral part of the Governor's War on Poverty in North Carolina is designed to teach high-potential but under-achieving students reading, writing, and arithmetic. Salaries will start at $5000 plus room and board for a single man and $6000 plus room and board for a married couple. Write immediately to Gordon McAndrew, Director, State of North Carolina Advancement School, c/o LINC, Quail Roost Conference Center, Rougement, N.C.

Business

Paul Hardeman, Inc. a California engineering and construction firm with extensive overseas activities, is interested in Volunteers with engineering or construction backgrounds. The company has construction programs underway in Spain, Ethiopia, Saudi Arabia, Pakistan, Australia, New Zealand, the Philippines, El Salvador, Bolivia, Colombia, Peru, and Argentina, and is planning to extend to more countries. Write Patrick R. Black, Executive Vice President, Paul Handeman Inc. 10579 Dak Ave., Stanton, Cal.

Arthur D. Little, Inc., research development and management consulting firm, is interested in returning Volunteers. Most positions available are for persons with advanced degrees and related work experience. Specific openings exist for applicants with backgrounds in physical and biological science, engineering, marketing, and economic analysis. Most of the positions are in the Cambridge office. Some vacancies occur overseas. There is an opening now for an agronomist to work in Nigeria. Write John Hooven, Arthur D. Little, Inc., 20 Acorn Park, Cambridge 40, Mass.

Other

Board of World Missions, Presbyterian Church U.S. has openings for physicians, nurses, medical technicians, and teachers in Brazil, Congo, Japan, Korea, Mexico, and Taiwan. Appointments vary from two to five years. Further information is available from the Candidate Secretary, Board of World Missions, Presbyterian Church in the U.S., Box 330, Nashville, Tenn. 37202.

American Cancer Society has openings for 10 field-service trainees. Trainees review and help local operating units improve their activities and provide liaison with the national organization. They may also assist in fund-raising activities, training of volunteer workers, and encouraging community participation in a strong cancer-control program. There are openings in several parts of the country. American Cancer Society has 2,000,000 volunteer workers and 1700 employees. The trainee positions require a college degree and a willingness to travel within a state or large metropolitan area. Most positions are filled by men from 25 to 35 years old. Direct inquiries to Daniel J. Courtney, National Representative, American Cancer Society, Inc., 219 East 42 St., New York, N.Y. 10017.

The Smithsonian Institution would like to hear from Volunteers interested in museum-technician positions. These technicians assist curators in maintaining collections, developing exhibits, and conducting research related to collections in the fields of fine arts, natural history (anthropology, zoology, geology, and botany), and American history (engineering, medical, industrial processes, transportation, aeronautics, and military). The starting salary is $5000. Necessary qualifications include either a B.A. degree in the appropriate historical or scientific area or a minimum of three years experience with the care and handling of collections related to a particular subject matter or specialization. Résumés or Form 57s should be sent to the Personnel Department, Smithsonian Institution, Washington, D. C. 20560.

Penn Community Services, Inc., St. Helena Island, Frogmore, S.C. is a community and conference center serving interracial groups. Its predecessor, Penn School, founded in 1862, was one of the earliest schools for Negroes. Two openings currently exist with Penn Community Services, for program-director and for field worker in community development. The program director, a newly-created position, would co-ordinate the work of community development and serve as administrative assistant to the director. Applicants for this position should have experience in administrative work and writing. In addition some fund-raising experience would be particularly valuable. The primary responsibilities of the field worker will be to assist local people in developing their leadership potential through work on such community projects as health and sanitation, voter registration, consumer education, and improvement of the economic status of rural families. Program director salary would be $7000: field worker, $5000 plus furnished house. Penn center is near Beaufort, midway between Charleston and Savannah. Beaufort is a rapidly developing county in which rural underemployment is partially offset by three large military installations and seasonal employment in the truck farm and seafood industries. Address inquiries to Courtney Siceloff, Director, Penn Community Services, Inc., Frogmore, S.C.

Began With Carnegie Grant

Career Information Service Now Part of Peace Corps

Howard Tolley, from Montclair, N.J., was one of 20 college students chosen to work as summer interns with the Peace Corps this past summer, most as junior administrators. He was assigned to the office of the Career Information Service, a branch of the Division of Volunteer Support. A senior student at Middlebury (Vt.) College, Tolley is majoring in political science. In 1963 he went to Sierra Leone with Crossroads Africa on a school-construction project. After he receives his degree next spring, he hopes to join the Peace Corps.

By Howard Tolley

To assist returning Volunteers with the formidable task of taking full advantage of their new-found skills and overseas experiences, the Peace Corps has assumed sponsorship of the Peace Corps Volunteer Career Information Service.

In its first year of operation, beginning in August, 1963, CIS was financed by a grant from the Carnegie Corporation and was staffed and operated by the American Council on Education.

Volunteers, current and former, may profit from a variety of services initiated by CIS. The distribution of monthly Career Opportunities Bulletins is only one channel of information open to Volunteers. Sixty-five overseas career libraries each provide 50 books and pamphlets with background information on educational and employment opportunities.

Specially prepared reports on government service, teaching, higher education, and opportunities in business and industry supplement the 120 pamphlets and brochures sent out in response to queries received from individual Volunteers. In addition, two full-time career counselors offer guidance and career suggestions to returned Volunteers seeking help with career plans. More than 20 per cent of returned Volunteers have already visited the CIS office in person.

Under the direction of Robert Calvert Jr., former manager of the student and alumni placement center at the University of California in Berkeley, CIS is actively in contact with both private and government agencies, promoting additional opportunities for Volunteers. More than 2000 employers have been reached and 100 of the larger graduate schools have been asked to create special Peace Corps fellowships or scholarships. At present, approximately 50 colleges, universities, and national associations have set aside 250 scholarships, fellowships, and assistantships for returning Volunteers.

A letter prepared by CIS and distrib-

(Continued on next page)

CIS Must Expand As Corps Grows

(Continued from previous page)

uted by the American Book Publishers Council to all its members has accounted for a number of opportunities. Articles appearing in a number of educational and popular magazines stress the capabilities returning Volunteers may have to offer.

In co-operation with the National Assn. of Independent Schools, CIS prepared four rosters containing brief résumés of some 115 Volunteers interested in private-school teaching positions; some 100 private schools requested copies of the lists. One Volunteer received seven job offers.

Responding to President Johnson's personal concern that Federal agencies make full use of the talents of returning Volunteers, two rosters were prepared and circulated, listing 175 Volunteers interested in government service. During the year, 519 Volunteers took the joint Foreign Service and U.S.I.A. exam offered overseas.

However effective the first year's efforts may have been, both in providing information and creating opportunities, Calvert indicates that CIS must expand its program to meet the needs of the growing number of returning Volunteers.

The number of opportunities must be constantly increased as the Peace Corps continues to expand. During the past year, the career bulletins presented approximately 500 opportunities. In view of the 3500 Volunteers scheduled to return next year and the 5000 to 7000 who may return annually in the years ahead, additional openings are needed. Volunteers must be constantly alerted to the need for advance planning. As many graduate schools set application deadlines in December or January, Volunteers desiring to continue their education must begin planning at least nine months in advance. A comparable need for earlier preparation faces those interested in private industry, since many firms hire in advance for better positions.

By the same token, Volunteers must be forewarned that while many employers react favorably to Peace Corps experience, Volunteer applicants must still meet job specifications and background requirements.

In Gore, a town at 6580 feet in southwestern Ethiopia, Volunteer Floyd Davis (right), from South Norwalk, Conn., and Ash Hartwell, from Honolulu, walk down a rocky street. Both went abroad in September, 1963, and are working as teachers in the community. Hartwell went to Dartmouth, Davis to Virginia Union University.

Reader Corrects Story On Overseas Training

To THE VOLUNTEER:

On page 3 of your August issue you have an article headed, "Training Scheduled At Overseas College For First Time."

The first group of 37 Volunteers sent to Nigeria in September, 1961, were trained for three months at the University College, Ibadan, following eight weeks of training at Harvard. In view of the excellent record of this group during those early days of the Peace Corps, I thought your fine publication would like to acknowledge the fact that they were the first Volunteers to receive the major part of their training in their country of assignment.

WILLIAM E. HINTZ
Deputy Director/Management
Peace Corps/Philippines

Manila, Philippines

Medical Division Seeks Health Work Information

The Medical Program Division of the Peace Corps is seeking information about Volunteer experiences in health education and health action. Reports from Volunteers are being compiled by the Division, and will be made available to all Volunteers.

Needed is information about Volunteer activity in the fields of sanitation, nutrition, and mothers', child, and school health. Volunteers submitting material are asked to include the following: name of school or community, and location in country; some details of the activity, including why work was undertaken, and under whose auspices; identification of participants, including Volunteers and local people; list of materials used; names of resource people or organizations; and other pertinent comments such as results—good, bad, or indifferent.

Reports may be sent to the Peace Corps in care of the Division of Volunteer Support.

CHANGE OF ADDRESS

Name .....

Address .....

City, State, Zip Code .....

Effective date .....

Please send in together with mailing label at right.

PEACE CORPS
WASHINGTON, D.C. 20525

OFFICIAL BUSINESS

POSTAGE AND FEES PAID